

The Development of Students' Speech in Russian Language Lessons When Studying Synonyms and Antonyms

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Abstract: This article is devoted to one of the urgent problems, the problem of the development of the speech of students - foreigners.

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Introduction. The main task of the modern school is the development of the speech of students for whom Russian is a non-native language. Since only through the development of speech is it possible to form and improve thinking, imagination, ideas, as well as the development of the child's personality. The ability to express a thought accurately, clearly, beautifully, the ability to achieve unity of form and content in each particular case of language use are necessary conditions for the culture of speech. All this can be achieved only by fully mastering the lexical richness and various grammatical means of the Russian language.

Enriching the active vocabulary of foreign students is one of the priority areas for teaching the Russian language, since the poverty of the child's vocabulary makes it difficult for him to write essays, describe and compare any objects. Acquaintance with synonyms and antonyms is an important part of the enrichment of the vocabulary of Uzbek students.

Synonyms and antonyms need to be well known in order to consciously choose from your vocabulary exactly those words with which the speaker or writer can most accurately and clearly express his thought or feeling. The skillful use of synonyms and antonyms makes it possible to avoid the repetition of the same words in speech and thereby eliminates the monotony and monotony of speech, makes the statement diverse, accurate, expressive. Therefore, the study of synonyms and antonyms plays a huge role in the development of the speech of foreign students.

Literature review. The Russian language differs from many other languages in its richness of ways of conveying thoughts in words and expressions. One and the same concept can be denoted not by one, but by a whole series of words - synonyms (synonymous with Greek synonym - co-naming, same name).

The semantic relations of lexical units that completely or partially coincide in their meaning have been of interest as an onomasiological category for a long time. In the study of words that are close in meaning (namely, such a definition is considered traditional), many different concepts have accumulated that differ from each other primarily in the definition of synonymy, the scope of those phenomena that are included (or not included) in the sphere of synonymy.

For example, the verbs take out and extract have the same basic meanings "to get an object that is inside something." These verbs can replace each other in most phrases: Mina was removed (removed) from the barrel - the cause of the misfire turned out to be ... He took out (removed) glasses from his pocket, put them on the tip of his nose. The restriction of interchangeability is observed in the following case: the verb to extract "resists" being replaced by the verb to remove when the object of the action is a person: We extracted Vaska, like a bunch of peas, from a common pile. In general, the compatibility of the verb to extract is wider than that of the verb to

take out, and the meaning is therefore more generalized. On the other hand, replacing the verb extract with the verb extract is difficult when there is no position in the context of the source place from which the object is extracted.

Synonymy can be complete and partial, which depends on the number of positions in which synonyms can replace each other (in all or part), and, accordingly, the degree of coincidence of their meanings. In the third approach, synonyms are considered as an expression of an emotionally expressive assessment of the signified. Here it is important to identify not only common, but also distinctive senses in the structure of the lexical meaning of the synonym, to determine connotative senses that express the speaker's attitude to the subject of speech. For example, drive out (neutral), kick out (colloquial, spacious). In the first case, we understand the meaning of the word as to force, to leave a place. In the second case, the meaning is the same, but it already sounds rude.

Antonyms are words that are different in sound, having directly opposite meanings: day - night, high - low, speak - be silent. Antonyms, as a rule, refer to one part of speech and form pairs.

Modern lexicology considers synonymy and antonymy as extreme, limiting cases, on the one hand, of interchangeability, on the other hand, opposition of words in content. At the same time, synonyms are characterized by semantic similarity, while antonyms are characterized by semantic difference.

Antonymy in the language is presented narrower than synonymy: only words enter into antonymic relations that correlate according to some attribute - qualitative, quantitative, temporal, spatial and belong to the same category of objective reality as mutually exclusive concepts: big - small, many - little, winter - summer, go - stand. Words of other meanings usually do not have antonyms, for example, words such as garden, memory, read, thirty, Moscow, Ural.

Working on synonyms at school is one of the main directions in the development of speech and vocabulary of students. Knowledge of the synonymy of the Russian language, the ability to use synonyms in speech enables students to accurately, richly and figuratively express their thoughts, avoiding the repetition of words, comprehending the various shades of meanings of individual words of one or another synonymous series, and also to get an adequate idea of those phenomena of reality that are indicated these words.

Enriching the active vocabulary of students is one of the main tasks of teaching the Russian language. Among the various exercises aimed at expanding the vocabulary of children, a special place should be given to working with synonyms.

Antonyms are a vivid means for antithetical constructions of great artistic expressiveness, for creating oxymorons, for a more visual opposition and comparison of contrasting phenomena.

Often antonymic pairs are used in phraseological turns, including in proverbs and sayings: in black and white; neither give nor take; a subtle allusion to a thick circumstance; softly spread, but hard to sleep; Learning is light and ignorance is darkness; and old and young, etc.

The use of a word in the opposite sense is called antiphrasis (gr. apti - against + phrasis - expression). Antiphrasis is often resorted to in everyday colloquial speech; so, to an absent-minded person they say jokingly: "How attentive you are!"; to an evil person: "How kind you are!" etc .

The collision in the speech of antonyms - polysemantic words gives rise to a pun (fr. calembour). This stylistic device is characterized by a play on words that results from the perception of polysemantic words in several meanings at once: The most distant point on the globe is close to something, and the closest to something is far away; Young was no longer young.

Result. Antonyms due to stable connections in the lexical system of the language are perceived in speech against the background of their semantic correlates. So, when we meet a particular

word that has an antonym, we involuntarily compare these interrelated words.

Antonyms are usually used in pairs in the same context. Due to this, they perform other semantic functions:

1. opposition (examples: not absence, but presence; he could do everything, but does not want anything; he is rich, you are poor);
2. mutual exclusion (example: is it harmful or beneficial);
3. alternation, sequence of facts (examples: either he opened the window, then he closed it; then he got up, then he sat down);
4. coverage of the entire class of objects, the entire phenomenon or quality (examples: from beginning to end; from morning to evening; from first to last);
5. the transformation of one opposite into another (examples: the first will be the last; the head cars will become the tail cars).

Conclusion. Thus, antonyms underlie the construction of such stylistic figures of speech as antithesis and oxymoron. Skillful use in the context of lexical units with the opposite meaning contributes to its semantic saturation, figurativeness and brightness. It is for this reason that the study of antonyms and synonyms in the school course of the Russian language must be given due attention.

References:

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